

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses the definition of reading, the purpose of reading, teaching reading, the principles of teaching reading, teaching reading strategy, the definition of *Think Pair and Share*, and the activities of *Think Pair and Share*.

A. Definition of Reading

There are many assumption of reading. According to Harmer, “reading is an exercise dominated by the eyes and the brain. And the eyes receive messages, and then the brain has to work out the significance of these messages”.⁶ So, from Harmer’s statement, the important things of reading are the eyes and the brain. After we look at the text and then our brain process to translate the text and get the information from the text. Reading is seen as a selective process taking place between the reader and the text, in which background knowledge and various types of language knowledge interact with information in the text to contribute to text comprehension.⁷ Reading Comprehension is defined as the level of understanding of the text.⁸ This understanding of reading comes from the

⁶ Jeremy Harmer, *The Practice of English Language Teaching* New Edition (New York: Longman, 1991), 190.

⁷ Cyril Weir, *Understanding and Developing Language Test* (UK: Prentice Hall, 1993), 64

⁸ http://er.wikipedia.org/wiki/Reading_comprehension retrieved at 14 April 12.38

interaction between the sentences that are written and how they get the knowledge of the text.

Reading comprehension is the activity to analyze and get the information from the text. The goal of reading comprehension depends on the ability to recognize words. If words recognition is difficult, it will interfere their ability to comprehend what they read. Reading is not only saying words but also constructing meaning from the text. It means not only read until the last word but also this is a process of getting the meaning and information from the text.

According to Nunan, the goal of reading is comprehension.⁹ Comprehension is the readers understanding of the text and its content. And the reader can get more knowledge from what they have read. Language of the word and the readers' language skills are categorized as reader's previous knowledge. This is proved that reader's previous knowledge plays a very important part in the process of comprehending a written text.

It seems easy to read but learning reading comprehension is so difficult. Study reading aims to develop the reading skills you need to find information quickly, to identify what is important in a text, to compare different sources of information and to read critically.

⁹ David Nunan, *Practical English Language Teaching* (New York: Mc Grow-Hill Company, 2003), 68

B. The Purpose of Reading

Sometimes students do not realize how important reading is. But actually by reading they will be able to get more knowledge and information. It means that they will get anything they want to know. Reading could find some facts to support an agreement and to analyze an authors' view point about text. Reading is very important for the students in order to gain their information and understanding.¹⁰ They can read news paper and book and also the other written sources. Reading is also useful for other purposes too like, any exposure to English (provided students understand it more or less) is a good think for language students.¹¹

C. Teaching Reading

Reading is based on studies conducted in English and other languages. Learning to read is an important educational goal. For both children and adults it will enable us to gain new knowledge, enjoy literature, and search some new information.

The process of teaching reading can be divided into two components.¹² They are teaching word recognition and teaching reading comprehension. The reader needs word recognition to match the texts with the sounds. Comprehension

¹⁰ Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman, 1991), 18

¹¹ Jeremy Harmer, *How To Teach English* (England: Longman, 1998), 68

¹² Janet Learner, *Learning disability; theories, Diagnosis and Teaching Strategies fourth edition*(Houghton:mifflin Company, 1985), 352

is very important component in teaching reading. It allows the readers to understand the meaning of what they read.

There are three kinds of activities in relation to reading classroom activities. They are pre-reading activities, whilst-reading activities, and post-reading activities.¹³

1. Pre-reading activities

Pre-reading activities is activities that prepare the learners for what they will read and set the task for the second stage.¹⁴ According to Marianne Celce and Murcia some commonly used pre-reading activities include the following¹⁵: previewing the text, skimming the text, answering questions about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text.

2. Whilst-reading activities

During reading activities, a reader does while reading takes place. To maximize reader interactions to a text, readers should be guided during reading activities. In an attempt to influence how readers process a text to increase comprehension, a variety of intervention can be applied. In this case, Marianne Celce and Murcia suggest to the teacher what can be done at whilst-

¹³ Yeni Murtani. *Improving the Second Year Students' Reading Comprehension at Madrasah Aliyah Negeri 3 Kediri Through a Small Group Discussion Strategy*. (Kediri: Stain Kediri, 2008), 16

¹⁴ Lindsay Cora and Paul Knight. *Learning and Teaching English*. (New York: Oxford, 2006), 74

¹⁵ Marianne Celce and Murcia. *Teaching English as A Second or Foreign Language*. (USA: Heinle & Heinle, 2001), 191

reading¹⁶. They guide the students to focus on understanding difficult concepts, making sense of complex sentences, considering relationships among ideas or characters in the text, and reading purposefully and strategically. For details activities include outlining key ideas, examining emotions and attitude, determining sources of difficulty, looking for answers the question and writing the prediction of what will come next.

3. Post-reading activities

Post-reading activities are the activities conducted by reader after reading. Post-reading activities can involve other skills, such as writing, speaking, or vocabulary development.¹⁷ These activities are aimed at rechecking the reader's understanding about the topic has been read in post-reading. The teacher tries to evaluate the students ability with make the post questions with pressured the reader' comprehension.

D. The Principal of Teaching Reading

There are six principles in teaching reading by Harmer.¹⁸ First, reading is not a passive skill. Second, the students need to be engaged with what they are reading. Third, students should be encouraged to respond the content of reading text. Fourth, prediction is a major factor in reading. Fifth, the teacher

¹⁶ Marianne Celce, *Teaching English.*, 191

¹⁷ Lindsay Cora and Paul Knight. *Learning and Teaching English.* (New York: Oxford, 2006), 80

¹⁸ Jeremy Harmer, *How To Teach English* (England: Longman, 2007), 102

should match the task with the topic. Sixth, Good teacher exploit reading text to the full. The six principles will be discussed below:

1. Reading is not passive skill

The teacher should motivate the students to be active in reading. For example, the teacher asks the students to guess what the word means, see the pictures and understand the arguments. Then, lets them work out so they do not forget it quickly.

2. The students need to be engaged with what they are reading

Students who are not engaged with text and not actively interested in what they are reading will get no benefit from it. Here, the teacher should provide and select interesting topics.

3. Students should be encouraged to respond the content of reading text

While studying text, the students not only study the number of paragraphs but also the meaning and the message of the text. That is why, it is important to give the students' chance to respond the message of the text.

4. Prediction is a major factor in reading

Before we read, we often look at the recommendation. It may called by skimming, the teacher to be able to persuade students. Skimming is a work smarter, not harder technique¹⁹. It affects us to predict what we are going to read. The teacher's role here is giving the students "clue" so they can predict what is coming.

¹⁹ Jane Dupree, *Help Students Improve Their Study Skills*. (David Fulton Publishers), 39

5. The teacher should match the task with the topic

The teacher should select good reading tasks. For example, if the topic is a restaurant menu, the task can be a list of ingredients. Another task can be asking questions, filling a puzzle, games, etc.

6. Good teacher exploit reading text to the full.

Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life. So, the reading text can give total utility.

All six principles above absolutely should be applied to get the objective of teaching reading moreover in teaching reading in descriptive text to the tenth grade of senior high school with the purpose of getting the optimal expectation.

E. Teaching Reading Strategy

There are many ways that the teacher can be used when they are teaching reading.²⁰ All of them are to build the communicative class:

1. Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members

²⁰ http://en.m.wikipedia.org/wiki/cooperative_learning retrieved at September 16, 2013

from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members.

2. Read Aloud

Read aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud can be used to model the use of reading strategies that aid in comprehension.

3. Preview Strategy

Preview strategy is a teaching strategy usually associated with bilingual classroom where the teacher gives a preview of the lesson. This strategy can be adapted by using real examples, visuals, gestures and vocabulary instruction as a part of preview making reference to the support materials during actual lesson.

4. Think Pair and Share

In Think - Pair - Share, a problem is posed, students think alone about the question for a specified amount of time, then form pairs to discuss the question with someone in the class, ususally a teammate. During share time, students are called upon to share the answer with the class as a whole.²¹

²¹ Spencer Kagan, *Cooperative Learning*, kagan cooperative learning san juan capistrano, CA 11:2

The strategy number one until number three above do not explain in this research. The researcher focuses on the fourth strategy, Think Pair and Share strategy. The researcher wants to know whether this strategy is effective in teaching reading or not.

F. Definition of Think, Pair, and Share

Think Pair and Share is a strategy designed to provide students with ability to gain their thought. On a given topics, the students have to formulate individual ideas and share these ideas with another student.²² It is a learning strategy developed by Lyman and associates to encourage student classroom participation.

In this strategy, a topic given, then students have time to *think* about it individually, and then they work in *pairs* to discuss the topic and *share* their ideas with the class. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.²³

Think Pair and Share offers all students an opportunity to express their response to a question. Using Think Pair and Share, the teacher asks a question, the students think about the answer, and then they share their answer

²² <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/index.html> retrieved at 7 May 2013

²³ <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html> retrieved at 7 May 2013

with their partners, which allow all students to respond to the question.

Students are then invited to share their responses with the whole class.²⁴

Think pair and share is very helpful because it makes the discussion more structured. There are three steps in this technique. Thinking, pairing, and sharing. So the learning activity would not be a free for all discussion. There is also limited time in each step. The students must follow the prescribed that given by this technique. They must thinking at the first step, then discuss with their pair, and the last they have to share with the whole class.

G. Activities of Think, Pair, and Share

There are three stages of student action, with a focus on what students are going to be doing at each stage.²⁵

A. Think

The teacher starts to provoke student thinking with a question, prompt or observation. The students then have to THINK about the question for a specified amount of time. They may write some thoughts in response to the question.

²⁴ Jeanne M. Stone: *Cooperative Learning and Language Arts: A Multi Structural Approach* (CA: Resources for Teachers San Juan Capistrano, 1990), 19.

²⁵ <http://serc.carleton.edu/introgeo/interactive/tpshare.html> retrieved at 7 may 2013

B. Pair

Students PAIR up to discuss about the answer, usually a teammate. They compare notes and identify the answers that they think are the best fit to the task.

C. Share

Students share with one another first and then the teacher calls for pairs to SHARE their thinking with the others in the class. Go around the groups calling on each pair. In the “share” step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the “pair” step, and have students write their ideas. Collect students’ responses and assess any problems in understanding.